

MGMT 175: Information Strategies for Management Students (Spring 2013 Cohort)

COURSE CODE: MGMT 175

COURSE TITLE: Information Strategies for Management

NAME OF INSTRUCTOR(S): Ilana Barnes, Hal Kirkwood, Mary Dugan

COURSE LEARNING OBJECTIVES:

Goals:

1. Students will be able to evaluate & synthesize information in order to accomplish a specific business purpose.
2. Students will be able to use information ethically and within the Purdue student code of conduct

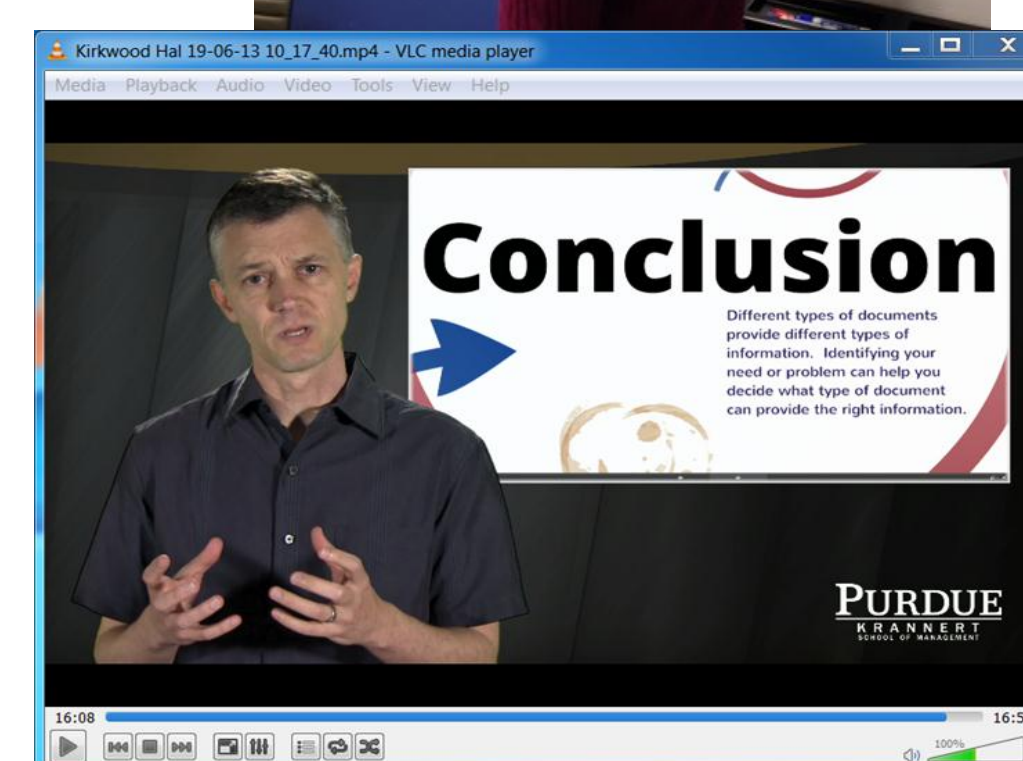
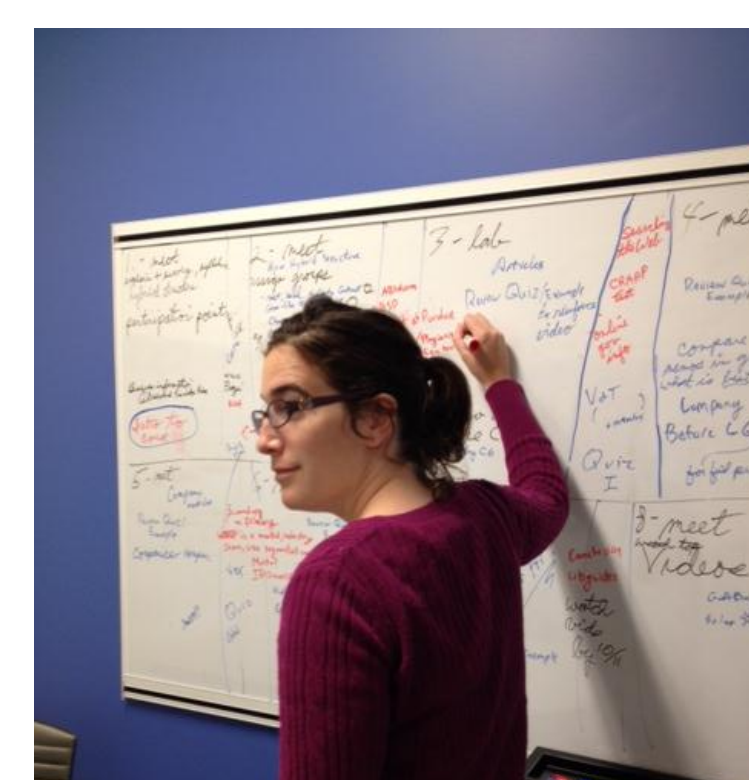
Objectives:

1. Recognize business needs
2. Understand & distinguish among business sources/databases
3. Use search skills to get results
4. Synthesize and present Information
5. Cite sources correctly
6. Recognize levels of plagiarism
7. Differentiate between ethical and non-ethical uses of information.

WHY ARE YOU TRANSFORMING YOUR COURSE?

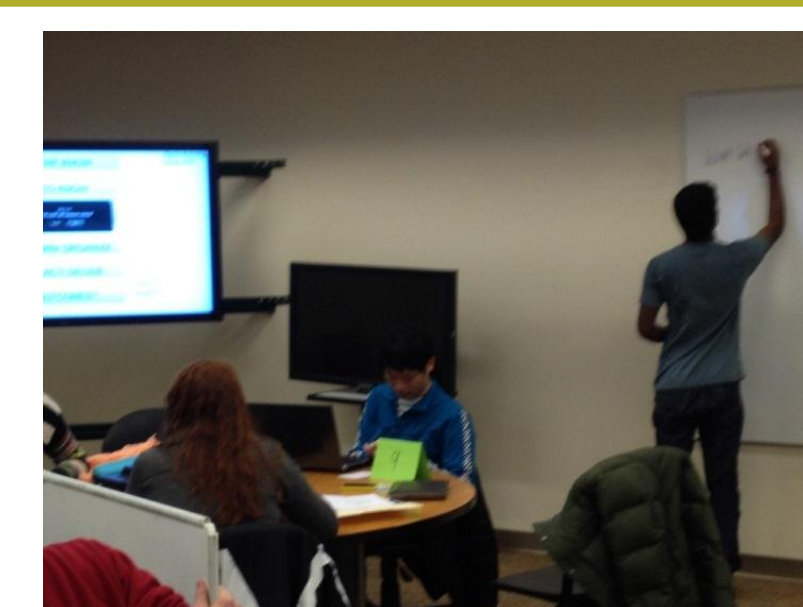
Background: 2008 - 2012

- GS 175 Information Strategies for Hospitality & Tourism Students
 - Required course in the HTM curriculum
 - Utilized the Parrish Library's LearnLab
 - 40 students in a technology-rich classroom
- Development of the Core Curriculum increases demand for Information Literacy
 - Included as a Foundational and Embedded Outcome
 - Development of Foundational Information Literacy Courses
- School of Management identifies the need for greater business information literacy
 - GS 175 Information Strategies for Management Students is developed as a test case
 - Determination made to scale GS 175 up to encompass all incoming Management Students: approximately 300 students per semester
 - IMPACT identified as a possible solution to handle the increased scale
 - 3 faculty librarians offering 2-3 sections of 70 students each every 8 weeks



WHAT RESEARCH QUESTION(S) ARE YOU ADDRESSING WITH YOUR REDESIGN?

Did business information literacy “work” in a flipped class, meaning did students successfully learn content and reach learning objectives without the use of a lab and in larger sections?
 Did weekly quizzes, online tutorials and online videos successfully teach database specific material outside of a lab environment?
 Do students know how and when to apply library resources? Did they understand the basics of business research? Did students become less reliant upon Google?
 Did students become more or less confident with research?
 Did students enjoy and value the MGMT 175 experience?



WHAT IMPROVEMENTS TO STUDENT LEARNING DO YOU HOPE TO FOSTER?

A learner-centered classroom
 A solid structure for the semester
 More organized classrooms and lessons
 An energized and more enthusiastic teacher
 Up-to-date technology tools
 Clearer objectives and expectations
 More active learning
 Higher expectations to achieve more
 Prompt feedback
 More student-faculty contact
 Better evaluation of their performance
 More teamwork

WHAT ASSESSMENT METHODS ARE YOU USING?

- Pre- and Post-Test
- Focus Groups (Small Group Instructional Diagnosis)
- Weekly Quizzes, Individual and Team Assignments
- Course evaluations
- Long-term tracking of student success



WHAT ARE THE GREATEST BENEFITS TO YOU FROM PARTICIPATING IN THE IMPACT PROGRAM?

You're not alone

- Incredible support from the IMPACT faculty
- Fellowship of IMPACT cohort and “upperclassmen”
- Support from your department
- Practical advice and suggestions
- Technical support for specific teaching tools
- Opportunities for reflection

Pedagogy education

- Not all instructors have taken teacher instruction courses
- Those who have attended “how to teach workshops” get a refresher on the basic principles of good practice in education
- New opportunities for research studies
- Improved course evaluations from students
- Learning about styles of learning
- Suggestions for active learning
- The opportunity to implement a different pedagogic approach
- Better use of Blackboard

A new perspective on education

- The freedom to try something brand new
- Recognition that students are responsible for learning
- The ability to connect the course to the entire program
- The opportunity to incorporate technology
- Time to devote to the IMPACT program
- Grant money to purchase software or other enhancements to the class
- The importance of pre- and post-assessment
- The benefits of using student teams
- Prioritized access to IMPACT classrooms for the course

HOW ARE YOU TRANSFORMING YOUR COURSE?

Flipped

Students watch videos and take a quiz before class
 Mix of Created and Curated Videos
 Mix of “Talking Head” Videos, Screencasts of Databases
 Class time is focused on hands-on activities and group work

Scaled-Up to 70

Students split into group of 4-6 for team assignments
 We used Voice-Over Powerpoints to allow students the ability to do group presentations. The students watch and vote on the best.
 Moved into IMPACT classroom G980D

Technology-enabled versus Lab/Lecture

One section Bring Your Own Device
 One section combined BYOD/ iPad cart